DOCUMENT RESUME

ED 307 806 FL 017 995

AUTHOR Goldberg, Nancy Sloan; McGovern, Anne P.
TITLE Come into the FOLD: A Guide to Family-Oriented Language Dynamics.
SPONS AGENCY Middle Tennessee State Univ., Murfreesboro.; Tennessee Humanities Council.
PUB DATE 88
NOTE 29p.
PUB TYPE Reports - Descriptive (141)

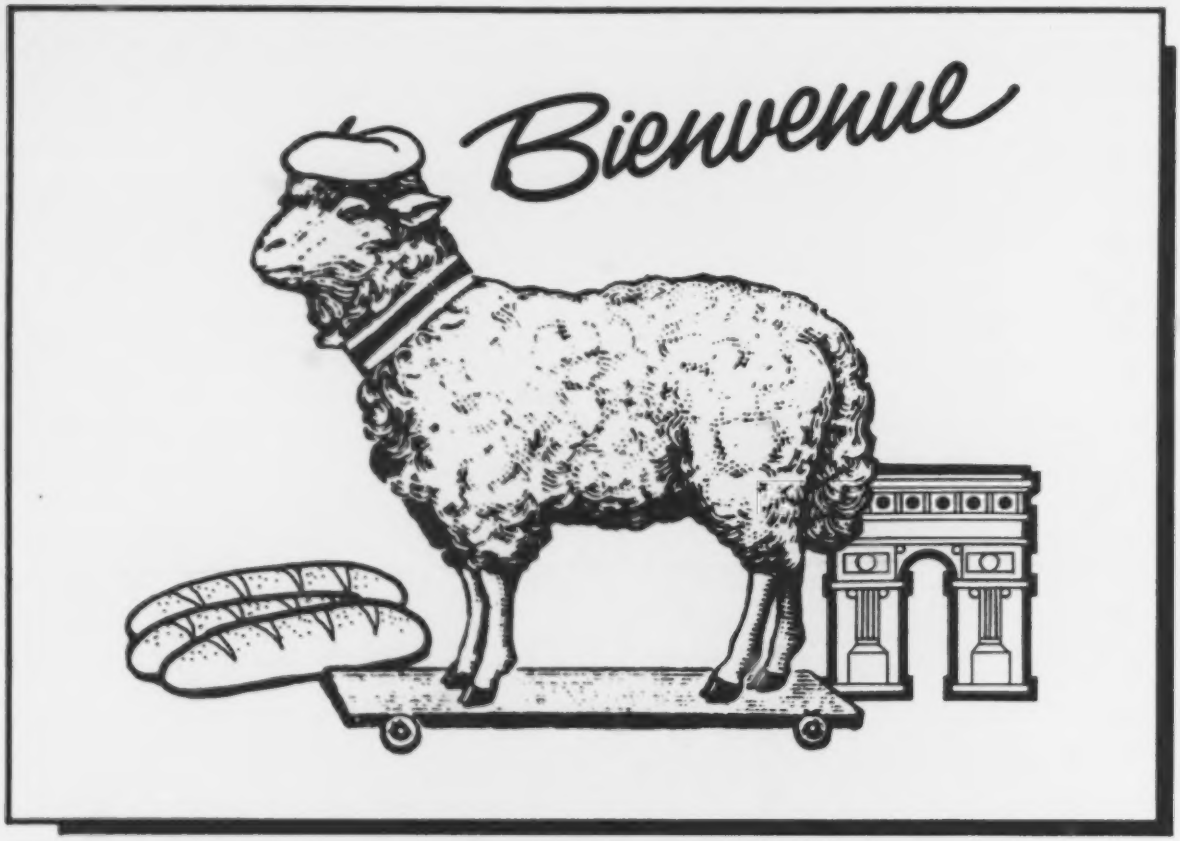
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Objectives; Elementary Secondary Education; Group Activities; Language Proficiency; Learning Activities; Models; *Parent Participation; Program Descriptions; Program Design; Role Playing; *Second Language Instruction; Skill Development; *Suzuki Method; Teacher Workshops
IDENTIFIERS *Family Oriented Language Dynamics; Middle Tennessee State University

ABSTRACT

The Family-Oriented Language Dynamics (FOLD) Program, a humanistic, goal-centered, home-directed philosophy of teaching foreign languages, is discussed, and a FOLD workshop at Middle Tennessee State University is described. FOLD is the result of research on the possible application of the Suzuki Talent Education of music instruction to second language acquisition. Two principles basic to Talent Education provided a model for the program: (1) all children are capable of being successful learners, and (2) the active participation of a family member in all stages of learning, including instruction and practice, is vital to the child's success. Because it is often difficult or impossible for parents to be present at a child's lesson, the idea of child-parent co-learning was adapted for school use by reversing the roles of student and teacher, or by students acting as parents to other students. The FOLD workshop held in July and August 1988 for secondary school foreign language teachers supported three objectives: (1) to increase oral proficiency, (2) to provide access to recent innovative materials, and (3) to familiarize teachers with more effective classroom strategies. Information from the FOLD workshop (participants, goals, activities, and a partial bibliography) is appended. (DJD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307806



Come Into the FOLD:

a Guide to Family-Oriented Language Dynamics

FL017995

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Goldberg, Nancy S.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Nancy Sloan Goldberg, Ph.D.
and
Anne P. McGovern, Ph.D.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

COME INTO THE FOLD:

A GUIDE TO FAMILY-ORIENTED LANGUAGE DYNAMICS

A PROJECT SPONSORED BY THE TENNESSEE HUMANITIES COUNCIL
AND MIDDLE TENNESSEE STATE UNIVERSITY

BY

NANCY SLOAN GOLDBERG and ANNE P. McGOVERN

ACKNOWLEDGEMENTS

In addition to the Tennessee Humanities Council and the Department of Foreign Languages at Middle Tennessee State University, we extend our warmest thanks to the courageous group of teachers who spent three rewarding but very tiring weeks with us at MTSU:

Ahmad Afzali
Larry Beveridge
Mimi Blanco
Elaine De Freitas
Carol Dudinetz
Freda Frazer
Carolyn Hunter
Theolyn Loy
Marcia Manley
Corinne Martinez
Ann Nichols
Linda Reasonover

We are especially grateful to Sonja Hedgepeth, Assistant Professor of German at MTSU for her absorbing demonstration of Total Physical Response and to Dr. June K. Phillips, Director of the Tennessee Foreign Language Institute, who not only only contributed much needed support and advice but also our devise:

COME INTO THE FOLD

TABLE OF CONTENTS

WHAT IS FAMILY-ORIENTED LANGUAGE DYNAMICS? 2

BASIC CONCEPTS OF TALENT EDUCATION 6

THE FOLD WORKSHOP AT MTSU 8

PROMOTIONAL LETTER 10

INVENTORY OF PARTICIPANT SKILLS AND GOALS WITH SELECTED COMMENTS 11

SAMPLE COMMUNICATIVE ACTIVITIES 13

STRUCTURE 14

PARTIAL BIBLIOGRAPHY OF PROFICIENCY-ORIENTED MATERIALS 16

MATERIALS FOR LEARNER/CO-LEARNER 17

EVALUATIONS WITH SELECTED COMMENTS 21

USEFUL ADDRESSES 25

WHAT IS FAMILY-ORIENTED LANGUAGE DYNAMICS?

FOLD (Family-Oriented Language Dynamics) is a humanistic, home-directed approach to the teaching of foreign languages. It is the result of research conducted in 1988 on the possible application of the Suzuki Talent Education of music instruction to second language acquisition, and was funded by two grants from the Tennessee Humanities Council and sponsored by the Department of Foreign Languages at Middle Tennessee State University in Murfreesboro, Tennessee.

Initial research indicated that there was little study of the Talent Education method as applied to disciplines other than music. Realizing that we would be formulating our own design appropriate to contemporary foreign language instruction, we set out to learn as much as possible about the theory and practice of Talent Education.

We discovered two principles basic to Talent Education that provided a philosophical model. First, Shinichi Suzuki believed that all children were capable of being successful learners. This was based on the rather simple observation that all children, unless handicapped in a severe way, had learned an extremely complex code of information: the Japanese language. The implication of Suzuki's belief was important for us: the study of foreign language could no longer be reserved for certain students, defined as advanced enough to undertake such a learning experience.

Suzuki's second principle was the active participation of a family member in all stages of learning, including instruction and practice. The advantage of this idea is obvious: now, more than ever, children need to feel the bond of caring and encouragement between the school and the home. They also need to see the value and love of education beyond the schoolroom doors.

While we understood the potential benefits of the ideas behind Talent Education, we felt particularly challenged by the neccessity of adapting them to modern American society. Some Suzuki practices were simply unrealistic, given the present framework of foreign language education and the changing role of the family. For instance, Talent Education feels that the ideal age of instruction is between 5 and 11 years. This is based on the notion that the child will want to imitate the parent, who is also learning the instrument. In the United States at the present time, there are few FLES programs and even fewer instructors who are certified to teach foreign language full-time in the elementary school. While this is changing, it is not realistic to believe that foreign language will become a routine part of the elementary school curriculum any time soon.

Another obvious problem was that, in today's world, it is often difficult or even impossible for a parent to be present at a child's lesson. Nonetheless, we felt that some sort of co-learner, be it parent or other adult interested in the child's educational welfare, was essential. We adapted this idea by reversing the roles of student and teacher. In FOLD, the child participates in normal class activities with the other students.

Then s/he returns home with teacher-initiated support materials, such as cassettes, illustrations, etc. which duplicate and expand the day's lesson. With the help of these materials, the child teaches what s/he has already learned that day to the parent, thus becoming, for that 30-45 minutes, the parent's teacher. This arrangement provides reinforcement for the child, as well as the opportunity to activate what s/he has learned in the traditional classroom. Further, the student is accountable for the progress of his/her co-learner, and begins to develop a sense of responsibility for the parent's learning, and thus for his/her own. During the FOLD Workshop we found that children eagerly accepted this role-reversal which allowed them to wield some of the power traditionally reserved for adults.

The FOLD program is goal-centered; that is, each of the three learning partners, (teacher, student, co-learner), should formally agree to fulfull the program's objectives. During the FOLD Workshop, both the learners and the co-learners signed behavioral contracts in which the exact goals, procedures and individual responsibilities were clearly stated. An especially important role of the co-learner is to provide a model of responsibility and to encourage the learner to fulfill his/her contract. However, during the FOLD Workshop, we found that the children were actually less likely than their parents to forget their promises.

Learners and co-learners also participate in the various group activities held periodically. Suzuki recommends that students, parents and teachers come together frequently to show

each other what they have learned and to enjoy together the pleasure of music. We believe that a similar gathering is just as important with respect to foreign langauge, and all FOLD learners, co-learners and teachers should meet every other month or so to savor the language and customs of another culture. During the Workshop, students performed skits, sang songs and played games invented by the teacher, all completely in French.

FOLD is more a philosophy of learning than a specific method of teaching and is designed to accommodate different individual instructional styles and classroom situations. Nonetheless, all of the methodologies which were used or advocated during the program share three basic assumptions: 1) the study of foreign language is not undertaken as an end in itself, but as a means to investigate concepts and ideas; 2) learning is progressive and developmental; and 3) foreign language skills are developed in the following order: listening, speaking, reading, writing, and that therefore, all activities must be in the target language.

Family-Oriented Language Dynamics has combined some of the recognized tenets of educational psychology and language learning with a modern interpretation of the principles of Suzuki's Talent Education to create an instructional model adaptable to many elementary and secondary school environments. FOLD encourages all children to learn, asks parents to be an integral part of the learning process and places a large part of the responsibility for learning on the children. It provides an opportunity for the family to reassert its importance and it reinforces the idea that even young children can learn to direct important events in their lives.

BASIC CONCEPTS OF TALENT EDUCATION

There are a number of books available on the Suzuki method. The best is Clifford Cook's Suzuki Education in Action, (New York: Exposition Press, 1970), which was the source of most of the following.

1. natural ability of every child (especially ages 5-13) to conform to a favorable atmosphere; the universality of musical ability. (concept formulated by Suzuki after observation of language acquisition in children):

2. constant repetition of musical patterns in actual musical works; (concept also based on language acquisition);

3. rote learning in early stages;

4. daily home practice supervised by mother or other interested family member who also attends the lessons and learns to play the violin with the child;

5. providing a stimulating musical environment favorable to music acquisition, principally through listening to master recordings or other fine examples of music, especially of the particular work the child is learning;

6. thereby, emphasizing the ear;

7. encouraging maximum participation of the child (every day in every way !);

8. achievement is by imitation of recordings, teacher and co-learner; active use of instrument by playing actual serious musical works, not disconnected parts;

9. impromptu concerts; children perform together for each other; no competition;

10. class time is used in the European style: one student at a time with the rest of the class as attentive auditors;

11. close and constant communication of teachers and parents;

12. moral principles and idealistic goals of music acquisition emphasized heavily;

13. ultimate responsibility of parent for child's progress, (from birth); responsibility of child secondary.

THE FOLD WORKSHOP AT MIDDLE TENNESSEE STATE UNIVERSITY

The demand for secondary-school foreign language teachers is immediate, and we at MTSU have recognized the essential role of public universities in the initial and continuing training of these teachers. Accordingly, the activities of the FOLD Workshop held on campus from July 25-August 12, 1988, supported three broad objectives: to increase oral proficiency, to provide access to recent innovative materials, and to familiarize teachers with more effective classroom strategies. Among several methodologies using functional-notional curricula, the workshop featured a new program inspired by the principles of Suzuki Talent Education which we have named FOLD, for Family-Oriented Language Dynamics.

In devising FOLD, we placed the fundamental ideas of Suzuki in the context of our own training and experience as language educators in both the secondary school and the university. We felt it essential that each student enter into a three-way partnership with the teacher and a co-learner, who would be any interested family member or friend. Like Suzuki, FOLD is humanistic, goal-centered and situationally-based. This means that each student will plan his/her goals, document progress through behavioral contracts and use a curriculum based on language as it is used by native speakers in their own country.

In terms of the actual workshop, teacher/participants expanded their personal oral proficiency during the first week and,

beginning in Week II, interned with the Master Teachers to develop activities consistent with FOLD. During Weeks II and III, teacher/participants worked with child/participants to apply their mini-curricula, with observation and evaluation by the Master Teachers. All workshop activities reinforced and expanded the cultural component that is a basic part of all the materials we chose, especially the acclaimed series, French in Action.

In recent years, foreign-language education has emphasized the primary importance of communication skills. This shift has greatly enlarged the pool of potential learners who bring to the foreign-language classroom a variety of previous instructional experiences. New methodologies are needed to meet the challenge of these new students. We feel that the principles of Talent Education, adapted for modern American secondary schools as FOLD, can serve as a model for a humanistic, family-oriented approach through which all students will be able to acquire essential foreign-language communication skills.

This preliminary announcement was sent to over 600 foreign language educators in Tennessee.

HEY, FRENCH TEACHER !!!

Would you like to participate in a French immersion program right here in Tennessee?

And, would you also like to know more about the latest effective teaching techniques and materials?

The Foreign Languages Department of Middle Tennessee State University is tentatively planning an intensive summer workshop to be held from July 25 - August 12.* Anyone teaching or interested in teaching French would be eligible to participate in a wide variety of activities designed to enhance fluency in French, to introduce recent innovative materials, and to practice effective classroom strategies. Workshop participants will intern to master an exciting new foreign language learning technique inspired by the Suzuki Talent Education method. College credit may be available if desired.

Sound tempting? In order to plan the workshop, we need to have an idea of how many people might be interested. Please respond by February 22, and let us know if you'd like more information, or if you have any questions or comments. We'd love to hear from you !

* This project is funded in part by a grant from the Tennessee Humanities Council, a not-for-profit corporation with primary support from the National Endowment for the Humanities.

Please detach and mail to:
Model Workshop, Dept. of Foreign Lang.
MTSU, Box 79, Murfreesboro, TN 37132

Name: _____

Address: _____

_____

Phone: _____

Comments:

All Fold participants were required to complete this form. Some of their comments are included here.

FOLD WORKSHOP PARTICIPANT GOALS AND BEHAVIORAL CONTRACT

NAME_____

How would you assess your speaking ability of French? Please comment at length, using the ACTFL guidelines (see packet) as a reference point.

--I am a very shy person and always feel nervous when talking to strangers.

--I speak mostly in sentences (not paragraphs). I need more practice with tenses other than the present.

--I am terrified to speak French! I think my speaking ability reflects my listening ability.

--I often have difficulty understanding--particularly if I don't know the subject of a conversation.

--I feel extremely incompetent when speaking French, since I am a teacher and should be proficient. I am terrified of making mistakes. I am probably on the same level as some of my better students.

--I have taught only at the first and second level for 17 years, so that I'm not practiced in speaking at a more advanced level.

What are your personal goals for this workshop? Please be as specific as possible.

--I would like to feel more at ease, and learn new techniques about teaching.

--I would like to learn how to present a lesson to a class and how to explain the tenses.

--I would like to be able to converse in a greater variety of subjects.

--I would like to overcome the fear of speaking for fear of making errors and not being understood. I want to think in French. I want someone to correct my errors--gently.

--I'd like to be comfortable in an all-French environment--and lose ten pounds!

--I want to learn how to make French more fun for my classes. The first-year students are excited, but second-year students are often turned off.

--My ultimate goal is to go to France with my students and be understood!

CONTRACT

I, _____, undersigned, promise to speak only French during the period of the FOLD Workshop, unless otherwise instructed. I understand that this rule is to maximize the progress of each person enrolled in the Workshop, and that refusing to uphold this agreement is a detriment to the entire group as well as to individuals. If I leave campus, I will try to keep English conversations at a minimum.

_____
(Signature)

SAMPLE COMMUNICATIVE ACTIVITIES

The FOLD Master Teachers created nearly two hundred activities to accompany the various episodes of French in Action. These "conversation starters" were designed to encourage active use of French in realistic but non-threatening situations, and emphasized such advanced communicative skills as persuasion and analysis of abstract concepts.

1. Rent a car and start a trip. While on the road, the car breaks down. Flag down a passing bicyclist, convincing him to fix the car for free. Play the various roles.

2. Teacher provides list of professions in target language; each participant chooses one, others try to guess, using "20 Questions" technique.

3. You are at a restaurant with friends. Order a meal. The waiter spills everything on you. React realistically, with insults, demands, threats, etc. Play the various roles.

4. Demonstrate your favorite recipe for an audience.

5. You are banished forever to a desert island. What would you take with you? Whom would you invite?

6. You need money and must convince your neighbor to buy something from you.

7. You have $3000 and 3 weeks for vacation. Where will you go, how much time will you spend in each place, what will you see, etc. (In groups of 2-3)

8. Debate: English should be declared the sole official language of the United States. (large group)

9. Play a scene where a customs inspector finds something in your luggage that you have not declared or that you have hidden.

10. You are in a store. Buy a present for each member of your family, asking the price and explaining to the salesperson why each gift is perfect for each person.

FOLD WORKSHOP -- DAILY ACTIVITIES

Week I July 25-29

Monday
welcome, orientation: explanation of principles of FOLD
explanation of immersion; behavioral contracts, participants establish individual goals
pre-testing of participants; division into novice, intermediate and advanced groups;
logistics: dorm assignments, etc.

After this point, all activities (including meals, evening activities) will be in French.

Tuesday-Thursday

8:00-9:00 warm-up with Master Teachers
9:00-9:30 French in Action (abbreviated as FA)
9:30-11:00 re-entry and reinforcement; Communicative Activities with MT and group
11:00-11:30 FA
11:30-12:00 Communicative activities (CA) with MT and group

12:00-1:00 lunch with members of workshop

1:00-2:00 afternoon activity with MT and group
2:00-2:30 FA
2:30-4:00 CA with MT and group
4:00-4:30 FA
4:30-5:00 CA with MT and group

5:00-7:00 dinner break with members of workshop

7:00-9:30 or later required evening activity (movies, skits, etc)

Friday
same except for:
10:00-12:00 and
1:00-4:00
presentation of different proficiency-oriented methodologies, including French in Action, Total Physical Response, FOLD, etc.), with supporting research and materials;

Saturday, Sunday
independent optional activities in small groups or by individuals; preparation of following week's lesson plans;

Week II

Monday

8:00-9:00 warm-up with MT
9:00-9:30 FA
9:30-10:00 CA with MT and group
10:00-12:00 children and parents(or co-learners) meet with MT and participants for orientation, scheduling, assignment to participants, etc. (in English)
12:00- on: same schedule as previous week

Tuesday-Friday
8:00-8:30 warm-up with MT and group
8:30-9:00 FA
9:00-10:00 CA with MT and group
10:00-10:30 FA
10:30-11:00 CA with MT and group
11:00-12:00 group planning of individual participant/child projects; brainstorming, problem-solving;

12:00-1:00 lunch break

1:00-3:00 MT/participant/child activities: using TPR kits and/or situational, content-oriented materials, etc. designed to maximize principles of FOLD within normal school environment;

3:00-4:00 evaluation of MT/participant activities
4:00-4:30 FA
4:30-5:00 CA with MT and group

5:00-7:00 dinner break

7:00-? required evening activity

Weekend: optional activities

Week III

Monday-Thursday
same as Week II

Friday

post-testing of participants
trouble shooting session
evaluation of workshop

culminating activity with co-learners, children and participants

The following bibliography is a partial list of proficiency-oriented materials. In addition to the works below, a 1985 publication from the Wisconsin Department of Public Instruction, A Guide to Curriculum Planning in Foreign Language by Frank Grittner et al., was particularly useful during the FOLD Workshop. Readers are also encouraged to consult the College Entrance Examination Board's Academic Preparation in Foreign Language, 1986, known popularly as the Aqua Book.

American Council on the Teaching of Foreign Languages. ACTFL Provisional Proficiency Guidelines. New York, NY: ACTFL, 1985.

Asher, James J., Ph.D. Learning Another Language Through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Productions, 1986.

Behrens, Sophia A. Directory of Foreign Language Service Organizations. New York, NY: ACTFL, 1985.

Danks, Rita. Communications Activities. Available from the author. 5406 Oak Ridge Drive, Willouby, OH 44094.

Freeman, G. Ronald. 101+ Ways to Stimulate Conversation in a Foreign Language. New York, NY: ACTFL, 1985.

Guntermann, Gail and June K. Phillips. Functional-Motivational Concepts: Adapting the Foreign Language Textbook. New York, NY: ACTFL, 1985.

Hommerly, Hector. Synthesis in Second Language Teaching. Blaine, WA: Second Language Publications, 1985.

Hommerly, Hector. An Integrated Theory of Language Teaching. Blain, WA: Second Language Publications, 1985.

James, Charles ed. Foreign Language Proficiency in the Classroom and Beyond. National Textbook Co.

James, Charles ed. Practical Applications of Research in Foreign Language Teaching. Lincolnwood, IL: National Textbook Co., 1983.

Moskowitz, Gertrude. Caring and Sharing in the Foreign Language Class. Rowley, Mass.: Newbury House Publishers, 1978.

Omaggio, Alice C. Games and Simulations in the Foreign Language Classroom. New York, NY: ACTFL, 1985.

Omaggio, Alice C. Teaching Proficiency, the Organizing Principle. National Textbook Co.

Omaggio, Alice C. and Patricia C. Boylan. Strategies for Personalization in the Language Classroom. New York, NY: ACTFL, 1985.

Omaggio, Alice C. Teaching Language in Context. Boston, Mass: Heinle and Heinle, 1986.

Sadow, Stephen A. Idea Bank. Cambridge, Mass.: Newbury House Publishers, 1982.

Seelye, H. Ned. Teaching Culture. Lincolnwood, IL: National Textbook Co., 1985.

TPR News and Notions newsletter available from Doors to Language, 44 Morningside Dr., Tiffin, OH 44883.

This letter was sent to all those who agreed to be co-learners.

August 1, 1988

Dear Friend or Parent,

If you are reading this letter, then you have been asked by a young friend, son or daughter to help him or her participate in an exciting opportunity--learning a foreign language!

The Foreign Languages Department at Middle Tennessee State University has received a generous grant from the Tennessee Humanities Council to conduct a pilot program in the teaching of foreign languages in the elementary and middle school settings. Your young person has received permission from his/her parent or guardian to participate in our French program from August 1-12.

So, what do you have to do to help the student? Our French program, Family-Oriented Language Dynamics (FOLD), is based on the principle of co-learning, which means that each student must complete daily assignments with another person. There is NO COST to you, and all you have to do is arrange to spend around 30 minutes per day (Monday-Friday) with your young person, and he/she will provide the materials and all information necessary for the completion of the assignment. Since young people sometimes forget, your major role will be to provide a a good learning example. (And you'll learn some French and have some fun, too!) While you are welcome to visit us at any time during August 1-12, YOU DO NOT HAVE TO COME TO CAMPUS. Your

learning partner might want you to particpate in the performance and Farewell Party to be held on campus, August 12 from 1-3 PM (3rd Floor Boutwell Dramatic Arts), but it is not necessary.

We understand that you are very busy this summer, but the success of our program depends in a large part on the cooperation of generous people like yourself. As part of our program, we have asked all participants to sign an agreement form, so that we can be sure that everyone involved understands the goals of the activities, and what is expected of him/her. Please read and sign the enclosed form and give it to your learning partner to return to us. Don't hesitate to call us (898-2981, 898-2281) if you have any questions at all.

Thank you for the most precious gift of all to your child or friend, the gift of time.

Sincerely,

Nancy Sloan Goldberg
Project Director- FOLD

This project is funded in part by a grant from the Tennessee Humanities Council, a not-for-profit corporation with primary support from the National Endowment for the Humanities.

All learners and co-learners were required to complete this form.

FAMILY-ORIENTED LANGUAGE DYNAMICS

LEARNER/CO-LEARNER AGREEMENT

I, _____, wish to participate as a learner or co-learner in the FOLD French program sponsored by the Tennessee Humanities Council and the Foreign Languages Department of MTSU.

I understand that the responsibilities are as follows:

the learner agrees to come to MTSU every day from 1 p.m until 3 p.m., to participate in the activites assigned to me by my teacher, and to direct the co-learner in those same activites;

the co-learner agrees to meet with the learner on a daily basis (Monday-Friday), to complete the schedule of assigned activites, and to help the learner establish a good climate for learning.

_____

(signature)

LEARNER CO-LEARNER

Names _____

Addresses _____

_____

Day Telephones_____

This project is funded in part by a grant from the Tennessee Humanities Council, a not-for-profit corporation with primary support from the National Endowment for the Humanities.

Many of the FOLD Workshop participants used the following lesson plan form.

PROJET DE CLASSE LE _____ AOUT

NOM: PROFESSEUR_____ ETUDIANT_____
CO-ETUDIANT_____

BUTS PRINCIPAUX:

MATERIAUX:

EN CLASSE:

CHEZ LE "CO-ETUDIANT"

ACTIVITES PRECISES (NOTER L'ORDRE ET LA DUREE DE CHACUNE)

ETUDIANT CO-ETUDIANT

AUDITIVES

ORALES

ECRITES

On the last day of the Workshop, participants evaluated the program's activities and their own progress using the following questionnaire. Some of their responses are included here.

FOLD WORKSHOP PARTICIPANT QUESTIONNAIRE

PLEASE ANSWER AS CANDIDLY AS POSSIBLE, USING ADDITIONAL SHEETS IF NECESSARY. YOUR ANSWERS WILL HELP US EVALUATE THE SUCCESS OF OUR PROJECT. THANK YOU FOR YOUR COOPERATTION.

1. DO YOU FEEL THAT THE TIME YOU SPENT IN THE WORKSHOP WAS USED PROFITABLY?

--Everything we did in the workshop had a purpose.

--Yes, I feel that the time I spent was used in a more profitable way than any other time I've spent in learning French.

--Yes, but the planning sessions were too long.

2. WERE YOUR PERSONAL GOALS MET?

--Yes, I wanted to feel confident while conversing in French and then to be able to teach French. Both goals were met.

--Signing the agreement to speak French at all times was a promise my roommate and I kept.

3. DID THE ORGANIZATION OF THE IMMERSION PROGRAM ALLOW YOU TO EXPAND AND IMPROVE YOUR SPOKEN USE OF FRENCH?

--More than any other program I've ever been involved in. I benefitted from working with my small group and this carried over to working with the larger group.

--For the first time in 30 years I feel comfortable speaking French because of the relaxed attitudes of the instructors and their great sense of humor.

--Yes, I was extremely nervous in the beginning, but as the days passed, my French comprehension and my speaking flowed much better.

4. DO YOU FEEL THAT THE WORKSHOP ALLOWED YOU TO CONTRIBUTE MEANINGFULLY TO THE VARIOUS ACTIVITIES?

--Yes, I think everyone in the workshop made a contribution. All activities were designed to encourage individual participation in a non-threatening way.

--Yes! I can now "think" in French, which allowed me to participate in all conversations--and I could even understand the films.

5. WERE THE GOALS OF THE WORKSHOP CLEAR AT THE ONSET?

--Yes, I understood what was expected and where we were going.

--I understood the program to be three weeks of working with each other, not with students. But, it turned out well.

6. WERE THE WORKSHOP ACTIVITIES CONSISTENT WITH THESE STATED GOALS?

--Oui!

--The French in Action, communicative activities, and communal living all aided improvement in French, and lectures, handouts and demonstrations successfully explained new mwthods.

7. WERE THE MATERIALS PROVIDED APPROPRIATE TO THE ACTIVITIES AND GOALS?

--Yes, the staff was terrific about providing everything we asked for.

--Materials were not a problem.

8. DID THE WORKSHOP PERSONNEL FACILITATE THE ACHIEVEMENT OF YOUR PERSONAL GOALS? OF THE WORKSHOP GOALS?

--The most outstanding plus in the workshop was the personnel. I will always appreciate the support of the personnel and the accepting atmosphere they set up.

--Yes, I felt they all took a personal interest in helping me develop personally and professionally.

9. HOW FAMILIAR DID YOU BECOME WITH THE METHODOLOGIES PRESENTED?

--I was basically familiar with the methodologies before I arrived. It was great to use them. There's nothing better than practical application.

--I plan to use the methodologies and feel I'll be comfortable with them.

10. WOULD YOU FEEL COMFORTABLE IMPLEMENTING ASPECTS OF THESE METHODOLOGIES IN YOUR CLASSES?

--Yes! The children picked up the words very easily with these methods.

--We learned to teach a foreign language with very little English and no textbbok.

NEGATIVE?
--No breaks. Too much planning and too much concern with details.

--No negatives!

--Fatigue.

--We did not have enough free time or time to be with other FOLD participants.

--The inordinate amount of time spent on lesson plans and teaching, and not having enough time to relax.

14. IF A SIMILAR WORKSHOP WERE HELD IN FRENCH OR IN ANOTHER LANGUAGE, WOULD YOU ENCOURAGE YOUR COLLEAGUES TO ATTEND?

--Yes!

--Definitely yes!

15. IF A SIMILAR WORKSHOP WERE HELD, WHAT SUGGESTIONS WOULD YOU MAKE TO IMPROVE IT?

--Perhaps make it 2 weeks. Let students come from 9-11 a.m. More social-type activities in the evenings.

--Perhaps 2 weeks would be sufficient and more inviting, BUT I feel one week of immersion is necessary before students arrive.

--Greater emphasis on immersion and less on methodologies.

--Since the program is so intensive, I would suggest a 15 min. break in the middle of the morning and a 15 min. break in the afternoon with cakes or snacks.

16. DO YOU FEEL YOU HAVE BENEFITTED FROM YOUR PARTICIPATION IN THE WORKSHOP?

--Yes.

--Definitely.

--I've not only improved in French and learning new methodologies, but I've had the chance to observe some excellent teachers in action.

17. DO YOU FEEL YOUR STUDENTS WILL BENEFIT FROM YOUR PARTICIPATION ?

--Not only that, but I feel committed to continue to improve.
--Greatly!

--Oui!

18. PLEASE FEEL FREE TO COMMENT ON ANY ASPECT OF THE WORKSHOP:

--I almost backed out on this because I hated to "give up" three precious weeks. I'm glad I didn't. I think they were more "precious" because I was there.

--When we started concentrating on teaching, we stopped elevating our own level of language improvement because of the need to use elementary French.

--Immersion in a non-threatening atmosphere is about the best thing that ever happened to the teaching of foreign language. Empathetic teachers are the key.

--I've enjoyed all aspects even though I am physically and mentally "worn out", <u>but</u> I'd do it again!

WANT MORE INFORMATION?

Please contact us if you would like to learn more about the FOLD Workshop or other issues discussed in this publication. Additional copies of the handbook are free and available on request:

Dr. Nancy Sloan Goldberg
Dept. of Foreign Languages
Box 79
Middle Tennessee
State University
Murfreesboro, TN 37132

or

Dr. Anne P. McGovern
Dept. of Foreign Languages
Box 66
Mary Baldwin College
Staunton, VA 24401

A video presentation of the FOLD Method and Workshop is available from the Tennessee Humanities Council.

Ms. Pat Lane
Program Officer
Tennessee Humanities Council
Box 24767
Nashville, TN 37202

This project is funded in part by a grant from the Tennessee Humanities Council, a not-for-profit corporation with primary support from the National Endowment for the Humanities.